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IDENTIFIERS	Oakland Public Library CA

ABSTRACT

A project at the Oakland Public Library produced four volumes of oral histories, edited on four different reading levels, from beginning to intermediate, to correspond with the Laubach reading series. One consultant performed the three jobs of interviewer, transcriber, and writer, and two autobiographies were written rather than spoken by intermediate-level students with the assistance of their tutors. Photographs were taken of each student and family photos were included as well. Nine students were involved in the project. The oral histories and autobiographies were printed as books and will be used as textbooks for the 300 students in the Second Start Adult Literacy Program, as well as students in other programs throughout California and the United States. The students involved in the project increased their self-esteem and their interest in learning. An unexpected effect of the project is that the oral histories so concisely explain adult illiteracy that they are useful in promoting the library's program to potential supporters and legislators. (KC)

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OAKLAND PUBLIC LIBRARY

FINAL PERFORMANCE REPORT

for

LIBRARY SERVICES AND CONSTRUCTION ACT
TITLE VI
LIBRARY LITERACY PROGRAM

(CFDA No. 84.167)

U.S. Department of Education
Office of Educational Research and Improvement
Library Programs

Washington, DC 20208-5571

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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INSTRUCTIONS FOR PREPARING FINAL PERFORMANCE REPORT

Authority: Library Services and Construction Act, as amended, Public Law 98-480

General

The Final Performance Report will be used to provide information and data to the U.S. Department of Education for the Library Literacy Program, LSCA Title VI - CFDA No. 84.167.

The Final Performance Report for LSCA Title VI grants is required to be sent to the U.S. Department of Education 90 days after the end of the award period.

Submit an original and two copies to:

Executive Officer
Office of Educational Research
and Improvement
U.S. Department of Education
555 New Jersey Avenue, N.W.
Room 602
Washington, D.C. 20202-5530

Attention: 84.167 Final Performance Report

INFORMATION TO BE SUBMITTED IN THE FINAL PERFORMANCE REPORT

Grantees should include the following information in their Final Performance Report:

Part I: General Information

1. Name and address of organization receiving grant. For joint projects, provide complete list of all participating institutions or organizations.

2. Name and telephone number of persons preparing this report.

3. Grant Number (R167A2024-------).

4. Grant amount awarded and the actual amount expended. REPORT ON FEDERAL LSCA TITLE VI FUNDS ONLY.

Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

___ under 10,000
___ between 10,000 - 25,000
___ between 25,000 - 50,000
___ between 50,000 - 100,000
X between 100,000-200,000
___ over 200,000

2. What type of project was this? (Check as many as applicable)

___ Recruitment
___ Retention
___ Space Renovation
___ Coalition Building
___ Public Awareness
___ Training
___ Rural Oriented
✓ Basic Literacy
✓ Other (describe) oral history texts
✓ Collection Development
___ Tutoring
___ Computer Assisted
___ Other Technology
___ Employment Oriented
___ Intergenerational/Family
✓ English as a Second Language (ESL)

3. Did you target a particular population? (Check as many as applicable)

___ Homeless
___ Hearing Impaired
___ Visually Impaired
___ Learning Disabled
___ Mentally Disabled
___ Workforce/Workplace
___ Inmates of Correctional Institutions
✓ Other (describe) low literate adults
___ Homebound
___ Seniors/Older Citizens
___ Migrant Workers
___ Indian Tribes
___ Intergenerational/Families
___ English as a Second Language

4. If this project involved tutoring, what tutoring method was used? N/A

___ Laubach ___ LVA ___ Michigan Method
___ Orton-Gillingham ___ Other (describe)

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5. If this project involved tutoring, how was it provided? (check as many as applicable) N/A

___one-on-one tutoring ___small group instruction
___classroom instruction

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? ___ yes ___ no N/A

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? ___ yes ___no N/A

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

___ bibliography
___ curriculum guide
___ training manual
___ public relations audiovisual
___ training audiovisual
___ recruitment brochure
___ resource directory
___ evaluation report
___ survey
✓ newsletter(s)
✓ other (describe)
oral history readers

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8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 400
Of those served, how many received direct tutoring service? 400
How many hours of direct tutoring service did they receive? 100
How many new volunteer tutors were trained? 50
How many current volunteer tutors received additional training? 200
How many volunteer tutors (total) were involved? 400
How many non-tutor volunteers were recruited? 10
How many service hours were provided by non-tutors? 100
How many librarians were oriented to literacy methods, materials, and students? 15
How many trainers of tutors were trained? 2

Part III: Narrative Report

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.

3. Provide, as appropriate, specific details as to the activities undertaken -- e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

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6. Provide the names and locations of libraries and other sites whose facilities were used for this project.

7. Describe the impact of the Federal project on the ongoing program of the grantee.

Note: Narrative reports are not expected to exceed 20 double-spaced typewritten pages.

[Further monies or other benefits may, but not necessarily, be withheld under these programs unless these reports are completed and filed as required by existing law and regulations (20 U.S.C. 351 et seq.; 34 CFR Parts 75 and 77).]

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Oakland Public Library
Second Start Adult Literacy Program
125 14th Street
Oakland, CA 94612
510-238-2432
Submitted by Leslie McGinnis

LSCA FINAL REPORT

Part III: Narrative Report

1. All goals and objectives set forth in the approved application for our Literacy Student Oral History, Writing and Materials Development Project were completed as planned. The only major change was that one consultant performed the three jobs of Interviewer, Transcriber and Writer. This turned out to be an ideal situation, though, because this one consultant came to know the students and their stories so completely that the books were more efficiently and comprehensively done than if the jobs had been performed by three separate individuals .

2. The proposed and actual budget expenditures were in line, and in the few minor instances where more money or resources were needed they were provided by other sources.

3. Four volumes of oral histories were produced under this LSCA Title VI grant, along with two volumes of student autobiographies and the set is called Oakland Readers. This is the second year the readers were produced, so now there are two sets available. The newest four volumes were edited on four different reading levels, from beginning to intermediate, to correspond with the Laubach reading series. The two autobiographies were written (rather than spoken) by intermediate level students with the assistance of their tutors. The autobiographies were minimally edited and presented at the reading and writing level of the authors. Photographs were taken of each student, and students were encouraged to bring in family pictures to include in the Oakland Readers as well. In all, nine students were involved in this project.

The oral histories and autobiographies were printed as books and will be used as textbooks for the 300 students in the Second Start Adult Literacy Program, as well as students in other programs throughout California and the U.S. Copies will be mailed to all public library literacy programs in California, and the availablity of these materials will be publicized through ERIC and standard library sources, such as Library Journal.

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4. The library was involved both in the project's implementation and as a resource and site. The Coordinator of Second Start acted as the LSCA project director.

The Second Start staff chose the student participants, talked to them about the project and prepared them to participate. Staff wrote one-page "bios" of each student to give the interviewer some information to base questions on, and staff suggested certain topics for the interviews.

Staff provided tape recorder, tapes, a transcribing machine and guidance throughout the project. Staff previewed transcriptions, suggested editing and highlighting and directed the photographer and graphic artist. Staff proofed the final drafts and submitted the camera-ready copy to the printer.

Staff also negotiated with the City of Oakland Purchasing Department, which contracts out for bid all printing jobs, in order to get the Oakland Readers published..

Once the books were published, the library staff prepared press releases, distributed copies of the oral histories and autobiographies and took responsibility for promoting the books.

The library is also responsible for continuing storage, distribution and mailing of the oral histories and autobiographies.

5. The following are organizations and agencies that have been involved in promoting and assisting the Second Start Adult Literacy Program this year. All organizations listed have been supportive of the oral history and autobiography project and have helped to distribute and publicize the Oakland Readers:

Mayor's Literacy Steering Committee and Task Forces - coordinated literacy activities in the city and supported the library literacy program.

BaLit (Bay Area Library Literacy Programs) - coordinated joint activities of library literacy programs in the Bay Area and supported the efforts of each individual library, with staff training and development and funds.

Oakland Unified School District, Adult Education Department- provided expertise in adult education, supported the library literacy program and advised on uses of the oral histories and autobiographies, with adoption of the Oakland Readers into the ESL curriculum at the adult schools in Oakland.

Laney College, Project Bridge - supported the library literacy programs, initiated referrals of students, promoted the library literacy program to

students and the community, provided valuable input on uses for the oral histories and autobiographies, specifically curriculum modifications that would include the Oakland Readers in basic education classes.

KNBR, KTVU, The Oakland Tribune - local radio, TV and print media have given the library literacy program free air time to promote the program and have extensively covered our activities.

City of Oakland, Department of Human Resources, Volunteer Program - This City Agency refers potential volunteer tutors to the library literacy program.

The following organizations have supported the library literacy program over the years in the capacity of literacy service providers, and as such have found their own uses for the oral histories and autobiographies:

The East Bay Literacy Council
The Merritt College COmmunity Education Center
The Center for Working Life (now defunct)
The East Bay Conservation Corps
COR-LVA Tutoring Center, East Oakland

6. The Main Library and all fifteen branches of the Oakland Public Library were used by this project as meeting sites for the interviews and as distribution points for the finished books. All library facilites are also sites where tutoring occurs, and thus where the Oakland Readers are used to teach adults to read in their tutoring sessions.

The four adult education sites of the Oakland Unified School District have taken a passionate interest in the oral histories and have procured multiple copies to use in their classes, especially with ESL students.

Other libraries throughout the country have requested copies of the Oakland Readers to use in their programs and to serve as models for oral history projects that they might want to start themselves.

Colleges (community and four-year) in the Bay Area have requested copies, as have high school teachers. So, in that way, this project will be affecting many more libraries and sites than just those in the target area of Oakland.

7. The impact of this oral history project on the ongoing library literacy program at Oakland Public Library has been greater than ever envisioned. The

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oral histories were such a success - both in their heart-rending content and in their presentation - that our "legitimacy" in the adult education community has been cemented as a result. All adult educators who read the books are excited by the potential they see, and admire us for having produced them. Library staff who might have been less than supportive of the literacy program during these hard fiscal times have been enlightened by the oral histories. The success of the oral histories has also spread our name far and wide in the country, and we are about to be reviewed in the Literacy column in Library Journal, which should add to our long mailing list.

Other positive impacts have occurred in the lives of the students who were involved in the project. Self-esteem has soared, as has their interest in learning and the interest of family and friends in what the students are doing at the library! The importance of their personal lives, their thoughts, their aspirations, has been put down in print for all to see, as a sort of testament, and it seems to make our students want to learn more as a result. Tutors report continued progress from the students who participated in the oral histories, more excitement in their lessons, and a curiosity about other books, now that they've seen themselves in a book and understand what personal information can be contained therein.

Our circulation statistics show that the oral histories circulate constantly. We are continually having to replenish the stocks on the shelves and answer requests for copies from libraries around the country because the books are so human, but also because of the unique multi-cultural outlook of the students who participated.

Another impact, unanticipated, is that the oral histories so touchingly and concisely explain the phenomenon of adult illiteracy that they are useful in promoting our program to potential supporters and legislators. When staff appears at public events, or does outreach, they bring along copies of the oral histories to read and in some cases bring the students to read their own pieces. At the annual fund-raising banquet and the grand opening of a Barnes and Noble bookstore here in Oakland, students read from their oral histories and had a great impact on the audience. Not only were they "telliing it like it is" about their own lives and lack of education, they were demonstrating how much they'd learned through our program by reading their stories.

The library literacy program has received a lot of good press about the oral histories, so that the books have been a boon to our PR efforts.

And, lastly, another positive impact has been on fund-raising. Already, one private foundation has decided to give us $3000 to print more copies of the

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oral histories. It is a simple, understandable, affecting product that funding sources can easily get behind.